

A Study of the Legislative History and Contemporary  
Roles of International Studies National Resource Centers

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## **INTRODUCTION**

The appropriate balance between world area studies and global thematic studies has long been an issue of scholarly and legislative debate. During the 1971 legislative committee hearings held to reauthorize the Higher Education Act of 1965, it was proposed that Title VI funds be made available to support international studies centers in addition to area studies centers under the National Resource Centers (NRC) Program (H. R. Rep. No. 92-554, 1971). Following adoption of the proposed amendment an “international studies” category was added to the NRC Program and the first awards of this type were made to Tufts University and the University of Denver in 1973. Awards to international NRCs have continued in all subsequent Title VI NRC Program competitions. Today there are currently nine centers which receive this funding. Appendix A contains a list of universities that have received Title VI funding for an international studies NRC since 1973.

In this paper we seek to understand the motivations and legislative history leading up to the amendment granting authorization of NRC awards to international studies centers. We then analyze the activities of the nine currently funded international studies NRCs to further an understanding of how such centers operate in the present with a focus on the roles these centers play in the internationalization efforts of their campuses. Finally, we conclude by emphasizing the unique contributions the centers make relative

to area studies centers and other academic units at their institutions.

### **ORIGIN OF AREA STUDIES NRCs**

The impact on U.S. government policy of the Soviet Union's successful launch of the satellite Sputnik in 1957 is well documented. As noted by Wiley (2001) one outcome was the creation by the U.S. government of the National Defense Education Act (NDEA) in 1958. The NDEA represented a significant recognition by the U.S. that greater attention and focus was needed on languages and area studies of key world regions. One of the programmatic thrusts of the NDEA was the creation of area studies centers with an emphasis on learning languages critical to U.S. national interests. While NDEA provided support for area studies centers, each focused on a specific world region, it contained no provision for the funding of international or global studies centers whose purview could go beyond world regions to look at transnational topics. In 1980, Title VI of the NDEA was incorporated into the Higher Education Act of 1965 to emphasize a greater focus on the programs' importance as educational programs within higher education (Wiley 2001, p.15).

### **INTERNATIONAL STUDIES CENTERS: BEYOND AREA STUDIES**

In a 1965 speech President Johnson announced the formation of a special task force on international education. Recommendations from the task force led to drafting of the International Education Act of 1966. In addition area studies centers, the IEA promoted the creation of centers that focused on issues transcending individual countries or regions. Although the IEA was passed it was never funded. The IEA did, however, have an impact on Title VI by bringing attention to the need for government involvement and support for international higher education and structures which could address

international issues using a broader “globally-oriented,” topical framework.

During congressional hearings before the task force on International Education (1966) key advocates provided compelling testimony in support of international studies centers. The proposed amendment, Section 3 (a) of IEA, 1966 stated:

The Secretary of Health, Education, and Welfare, here and after referred to as the “Secretary”, is authorized to arrange through grants to institutions of higher education, or combinations of such institutions, for the establishment, strengthening, and operation by them of graduate centers and inter-institutional facilities which will be national and international resources for research and/or training in international studies. Activities carried on in such centers and facilities may be concentrated either on specific geographical areas of the world *or on particular fields or issues in international affairs which concern one or more countries* or both (p. 328). (emphasis added)

In his testimony David Bell, Administrator for the U.S. Agency for International Development (USAID), referenced specific topical areas in need of study by research centers and encouraged funding for such centers. He provided examples of areas of need including: tropical agriculture, tropical medicine, nutrition, population studies and transportation. Stephen Bailey, former Dean of the Maxwell School at Syracuse University stated that the IEA’s emphasis on graduate-level research and training in international studies was “sound”. In quoting Secretary John Gardner (then president of the Carnegie Corporation), Bailey said, “We still know all too little about the processes of modernization. We need research and lots of it, basic and applied, in the field and on the home campus” (p. 156). Further support came from F. Champion Ward, Deputy Vice President for International Programs at the Ford Foundation who stated: “I hope that grants to universities will enlarge scholarly knowledge of remote parts of the world, but I hope also that there will be ways to link knowledge with practical understanding of the

acute current problems which developing societies face” (p. 273).

Mina Rees, Dean of Graduate Studies, CUNY observed:

“A second most attractive feature of section 3 is the provision that the activities of graduate centers may be concentrated on particular areas of international studies or on particular issues as well as on geographical areas . . . . Not to be forgotten also are those social problems whose understanding would not only increase our insights into other cultures but also provide additional perspectives on our own social problems. The social implications in differing cultures of new scientific and technological advances need study; cross-national studies in such fields as developmental psychology and genetics, juvenile delinquency and geriatrics, [etc.] would provide rich insights and increase our understanding of basic phenomena” (p. 291).

Lawrence Rogin, Director, Department of Education, American Federation of Labor and Congress of Industrial Organizations also testified. In advocating for problem-oriented study, he urged:

“. . . whatever standards are set up, that there be an emphasis on that part of the language of the law which permits the establishment of centers which deal with problems as well as deal with areas. Too often, the area studies tend to concentrate on the political and language and other aspects, cultural aspects of the country, and not enough on the economic and social aspects of the area. We think there is a cross-country understanding that is useful here and we would like to see some graduate centers work in the problem areas as well as in the geographic areas” (p. 350).

Although the IEA was not funded, the support that emerged for international/problem or theme-focused centers appears in a report from the 1971 legislative committee hearings to reauthorize HEA of 1965 which stated: “The changes made by the bill also reflect the Committee’s intent that the center approach be modified to include a more program oriented concept of language and area studies, including the study of problems international in nature” (H. R. Rep. No. 92-554, 1971, p. 38). This amendment which was included in the reauthorization of HEA represents the beginning

of Title VI support for international studies NRCs.

## **INTERNATIONAL STUDIES: CONCEPTUAL CONFUSION**

According to the U.S. Department of Education (US/ED) (2009), the NRC Program “provides grants to establish, strengthen, and operate language and area or international studies centers that will be national resources for teaching any modern foreign language.” NRC program funds are used to support “instruction in fields needed to provide full understanding of areas, regions or countries; research and training in international studies; work in the language aspects of professional and other fields of study; and instruction and research on issues in world affairs.” Awards are made to institutions of higher education or consortia of institutions of higher education.

In order to qualify for the program, institutions applying for the awards must “. . . teach at least one modern foreign language; provide instruction in fields needed for full understanding of areas, regions, or countries where a language is commonly spoken; provide resources for research and training in international and foreign language aspects of professional and other fields of study; and provide opportunities for instruction and research on important issues in world affairs.” NRCs must also provide “outreach and consultative services on a national, regional and local basis.” Finally, centers must maintain linkages with overseas institutions of higher education and other organizations that may contribute to the teaching and research of the Center.

Centers may apply for NRC Program funds as a “comprehensive” or as an “undergraduate” center. All applicants must meet the criteria described above. Additionally, a comprehensive center “maintains specialized library collections; and employs scholars engaged in training and research which relates to the subject area of the

Center.” An undergraduate center “maintains library holdings, including basic reference works, journals, and works in translation; and employs faculty with strong credentials in language, area, and international studies.”

Schneider and Howell (1991) have highlighted the challenges faced by program officers at US/ED in defining the category of “international studies” within the NRC Program. As they point out, the term appears to have “as many meanings as there are users” albeit with significant commonalities across meanings. Throughout its history the international studies category has been referred to in a variety of ways including: “not area studies”, the “general” category, “problem-oriented” and “topic-oriented” (Schneider and Howell, 1991). As we illustrated earlier, our review of the legislative history that created the international studies NRCs indicates the legislation intended the centers to be problem-oriented or thematically focused on important international issues that transcend geographical regions.

It should also be noted that US/ED may assign absolute, invitational and/or competitive priorities for a NRC Program competition. The assignment of such priorities influences the content of proposals submitted and are in effect a way for US/ED to encourage applicants to focus on specific programmatic and sometimes thematic areas of particular interest. The Federal Registry announcement for the FY2006-09 competition, for example, published one absolute priority meaning that the applicant had to meet the priority to qualify for review (p. 60068). This priority stipulated that an applicant’s projects must include “teacher training activities on the language, languages, area studies, or thematic focus of the center.”

There were five invitational priorities published in the Federal Registry for the

FY2006-09 competition. Invitational priorities, according to the announcement, do not give an applicant a “competitive or absolute preference over other applications.”

Although there are no additional points added to the scores of applicants who address invitational priorities, it is a common practice for applicants to view them as components of a successful application. The invitational priorities for the FY2006-09 competition included: 1) activities to promote undergraduate study of less- or least-commonly-taught-languages; 2) activities designed to increase the number of specialists trained in areas that are vital to United States national security, such as Islamic societies; 3) linkages with schools of education designed to improve teacher training in foreign languages or area or international; 4) collaboration with Title VI Language Resource Centers, Centers for International Business Education, and American Overseas Research Centers; and, 5) activities that expand and enhance outreach to K-12 constituencies.

The FY2006-09 announcement also included one competitive priority, which if addressed, could earn an additional 10 points in the scoring of the applicant’s proposal. These additional points were earned for “activities designed to demonstrate the quality of the center’s or program’s language instruction through the measurement of student proficiency in the less and least commonly taught languages.”

#### **INTERNATIONAL STUDIES NRCs: CURRENT PRIORITIES**

An analysis of the currently funded international studies NRCs suggests that in many respects the centers are operating in the spirit of the 1971 amendment. In this section of the paper we provide a brief summary of each international studies NRC and highlight the various roles the centers play on their campuses. Our review of the currently funded grantees identifies several important ways in which they facilitate and

catalyze multidisciplinary activities on their campuses; focus on cross-regional, problem-focused themes; and, actively promote collaboration with other academic units on campus. The information presented here is drawn from the applications submitted to US/ED in fall 2005 for the FY2006-09 NRC Program competition as well as their websites.<sup>1</sup> The required abstracts of the centers that were submitted with their proposals are included in Appendix B.

**Title VI-Funded International Studies National Resource Centers  
FY2006-09**

Duke University	Center for International Studies
Indiana University	Center for the Study of Global Change
Michigan State University	Center for Advanced Study of International Development with the Center for Gender in Global Context
University of Chicago	Center for International Studies
University of Illinois	Center for Global Studies
University of Minnesota	Institute for Global Studies
University of North Carolina- Chapel Hill	Center for Global Initiatives
University of Washington	Center for Global Studies
University of Wisconsin--Madison	Global Studies

**Duke University**

The Duke University Center for International Studies, created in 1967, is, according to the Center's website, "the university's major administrative structure for

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<sup>1</sup> The proposals of the currently funded centers are available at the International Education Program Services Office in Washington, DC. Website addresses for the centers are provided at the end of the paper.



coordinating and promoting interdisciplinary international research, training and teaching.” It has been the home to many of Duke’s international and area studies programs as they first developed. The Center currently hosts or supports several prominent multidisciplinary international projects including: the American Institute of Afghanistan Studies, the Center for the Study of Muslim Networks, the Concilium on Southern Africa, and the Secretariat for the Association of International Education Administrators. Many of these entities are closely related to U.S. national security priorities. Additionally, in keeping with Title VI’s focus on meeting national needs, the Center works with the Department of Asian and African Languages and the Center for South Asian Studies to offer Persian language courses which, according to the proposal, “provides support for a strong global study of Islam and Muslim politics outside the core of the Middle East.”

The Center organizes activities around a set of themes which “reflect critical national concerns”. These themes change from one Title VI cycle to the next. During the FY2003-2005 cycle for example, the Center focused on: 1) international security; 2) human rights; 3) global health; and, 4) globalization and the arts. For the FY2006-09 grant period, the themes include: 1) democracy and governance; 2) global health; and, 3) emerging regional powers. As stated in the proposal, “By addressing international global issues, the Center bridges the concerns of each world area.” The Center organizes University Seminars around these changing themes and several of the Center’s other activities (curriculum development, outreach, and research support) are driven by what emerges from these seminars. The themes do not, however, determine or limit the inclusion of other international courses, affiliated faculty, or many other on-going

activities within the proposal.

The Center works closely with the foreign language departments and area centers on campus, most of which began as Center-sponsored working groups. Examples of collaborative efforts include outreach programming and curricular projects. The activities are multidisciplinary in nature. The Center is also home to the Comparative Studies Major which is multidisciplinary degree program that draws on resources from departments and units across campus.

### **Indiana University**

The mission of the Center for the Study of Global Change is to support “innovative thinking about global issues that cut across world areas and disciplines and promote the comprehensive internationalization of pre-collegiate, undergraduate and graduate education and research and service in support of state and national needs.” According to the Center’s website: “The Center for the Study of Global Change maintains a strong commitment to interdisciplinary study and research and consciously encourages the crossing of academic disciplinary boundaries.” The Center’s educational programs and research “encompass topics of global importance and our emphasis on ‘change’ sets a foundation for the academic exploration of dynamic, transnational, complex, and multi-faceted phenomena.”

The Center supports symposiums, faculty study groups, courses, workshops, and academic programs that explore a variety of topics including: societal and democratic transformations, the interplay of power, health, and culture, environmental change and international policy, nationalisms and language, global securities and insecurities, and multidisciplinary human rights, from both multidisciplinary and regional perspectives.

A major focus of the Center is internationalizing the curriculum at both the undergraduate and graduate levels and supporting interdisciplinary degree programs in International and Global Studies as well as a proposed certificate program in Human Rights Studies and an MA in Global Education. Other multidisciplinary initiatives include faculty study groups for the analysis of global issues and faculty workshops that “expand cross-campus collaboration on instruction and learning.” In terms of cross-campus collaboration, the Center’s primary interactions with other area studies NRCs on campus are in the area of outreach.

To address issues of vital national and global security, the Center is currently implementing “a multi-year agenda of conferences, colloquia and other related activities”. The themes to be covered in these activities include: 1) international security in the 21<sup>st</sup> century; 2) the development of constitutional democracy in plural, transitional societies; and, 3) the complex interrelationship between globalization and sustainability. In addition to these activities which deal with national security issues, the Center also emphasizes problem-oriented themes and problem-solving in their grant-supported activities. Examples include an institute on international agriculture and global food security and proposed faculty study groups in global environmental literacy and global implications of natural disasters.

### **Michigan State University**

The Center for Advanced Study of International Development (CASID) and the Center for Gender in Global Context (GenCen) at Michigan State University are funded jointly as an international studies NRC.<sup>2</sup> MSU has had an international studies NRC

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<sup>2</sup> This summary is from Glew and Ferguson 2009.

since 1981. Programs and research are focused on a variety of international development topics, including development assistance policy, food and hunger, environment, education, health, and poverty. CASID's administrative activities cut across the traditional college-department organization by building relationships among social sciences and liberal arts departments, and the applied arts and sciences. As part of its mission, CASID assists MSU faculty in seeking external funding for cross-unit, cross-disciplinary international development research and project activities.

The Center for Gender in Global Context (formerly known as the Women and International Development Program) promotes teaching, research, and action on international development and global transformation as they affect women and gender relations. Established in 1978, it is the longest-standing program of its kind in the nation. The program acts as a catalyst for the scholarly discussion of gender, development, and global change.

MSU's activities are organized around the overarching theme of international development with specific attention paid to the role of gender in development processes. The sub-themes around which the FY2006-09 proposal is organized include: 1) international trade and the global economy; 2) environment, resource management, and sustainability; 3) democratization, rights, and conflict; 4) international health and education disparities; and, 5) cultures and identities in a global context.

Examples of MSU's international studies NRC catalyzing faculty and student interest in international development include the Global and Area Thematic Initiative (GATI) and International Strategic Partnership Initiative. GATI is an effort of MSU international and area centers to foster comparative and thematically oriented multi-

disciplinary programs of research and curriculum development. The initiative provides funding to MSU faculty to develop thematically focused, multi-disciplinary interest groups that will pursue innovative curricular and research activities related to the current dynamics of globalization. GATI grants may be awarded for up to three years and funds are conditional on successful accomplishment of planned activities.

In the first year of a GATI award there is coalescing of a cross-unit, multidisciplinary group of faculty (and possibly undergraduate and graduate students) with leadership provided by faculty committed to the thematic initiative as a major focus of their research, teaching and outreach. In the second year the group begins to "institutionalize" research initiatives and curricular innovations introduced through GATI funding. These efforts can also be supplemented by external sources of funding. Faculty have access to grant writing and budget preparation assistance for these proposals from CASID and GenCen. And finally, in the third year of support the GATI initiative graduates to other funding sources (that is, they obtain other internal or, preferably, external funding to continue operations).

Examples of GATI projects at MSU include: Undefended Childhood in a Global Context: Structural Challenges to Schooling, Health and Well-Being Among the World's Children; Resource Scarcity and Abundance: Oil, Democratization, and Conflict in the Niger Delta; Ethics and Development; and, Combining Science, Economics, and Institutional Innovation to Improve Water Resource Management.

Additionally, CASID and GenCen facilitate the formation of Strategic International Partnerships to deepen MSU's international ties, and further internationalize the faculty and the curriculum. These partnerships are focused on themes that a critical

mass of MSU faculty are engaged with in research and teaching. Such partnerships involve multiple departments and colleges at MSU and at the partner institution in exchanges of faculty and students, co-development of courses and eventually degree programs, and collaborative multidisciplinary research.

One example of this type of partnership is the MSU-University of Malawi (UM) strategic partnership. The goal of this partnership is to formalize long-term engagement with UM in areas of food security, agriculture, natural resource management, gender studies, and health. A meeting of key personnel from MSU and UM was held during fall 2009 to explore new avenues for collaboration in teaching, research, and outreach. Additional Strategic Partnerships involving MSU faculty and students are being formed with faculty and students in Brazil, China, Costa Rica, Poland, and South Africa.

Thus, CASID and GenCen play an important role in catalyzing, facilitating and promoting teaching, research and outreach on issues of international development from a multi-disciplinary perspective. CASID and GenCen staff also support MSU faculty by providing expertise in identifying sources of funding, project conceptualization, grant writing and budget development.

### **University of Chicago**

Created in 1968, the Center for International Studies at the University of Chicago oversees all international studies activities at the institution including the area studies and thematic programs. According to the Center's website, the Center "sponsors and coordinates a wide variety of activities related to research, teaching, curriculum, and public outreach on global and international topics." The two thematic programs that fall under the Center's purview are the interdisciplinary Program on the Global Environment

and the Joint Threat Anticipation Center. In addition to these programs, the Center is also supporting new research initiatives with a focus on violence, conflict, and security. The overall mission of the Center is “to bridge the gap between scholars of international relations and scholars whose expertise is in area studies more broadly defined.” The Center supports several multidisciplinary area studies and thematic undergraduate majors including international studies, African studies, environmental studies, and a human rights minor. In terms of graduate education, the Center proposes to provide funds for multidisciplinary workshops in environmental studies, African studies, and human rights. The Center plans to use its status as a NRC to oversee a broader internationalization of the curriculum across campus.

The Center collaborates with the area NRCs on campus “to evaluate needs, identify gaps and provide assessment tools for all foreign language courses and program.” One of the Center’s goals for the current grant cycle is to extend programs in less-commonly-taught-languages with a specific focus on strategic languages from Central Asia, the Caucasus, and sub-Saharan Africa. In addition to the Joint Threat Anticipation Center, the Center will address national security priorities and the need for other security-related and problem-oriented studies by supporting international “integrative” conferences on genocide, political ecology, and indigenous rights and biodiversity.

### **University of Illinois at Urbana-Champaign**

The role of the Center for Global Studies at the University of Illinois is to globalize the research, teaching, and outreach missions of the University. More specifically, the Center’s website identifies the global missions as: 1) promote and

support innovative research to better understand global issues confronting the world's populations and identify ways to cope with and resolve these challenges; 2) partner with faculty and disciplinary units to develop new courses and degree programs in global studies; 3) facilitate the acquisition of advanced language skills in less-commonly-taught languages; and, 4) develop teaching resources, professional training opportunities, and public programs in global studies for researchers, educators, students, business leaders, media, governmental agencies, civic organizations, and all members of the public concerned with understanding and solving global problems.

The Center is housed within the International Programs and Studies (IPS) office with three other academic programs: The European Union Center; the Program in Arms Control, Disarmament, and International Security; and, Women and Gender in Global Perspectives. The Center works in cooperation with IPS, the other academic units under this umbrella, and University's area studies NRCs on curriculum development and coordination as well as outreach activities. The Center also worked with the other NRCs to develop a new certificate program in International Business and Culture.

The Center is organized around five themes or "Clusters of Excellence in Global Studies": 1) global studies in education; 2) less commonly taught languages (notably Arabic, Hindi, and Turkish; 3) global studies in sustainable development (health, ecology, economics, and food security); 4) global studies in global security (social and policy sciences); and, 5) global studies in library and information sciences (communications and media). All of these themes are cross-regional in nature and many address problem-oriented issues as well as topics relevant to national security. Also relevant to national security as defined in Title VI invitational priorities for the FY2006-



09 competition is the graduate seminar that the Center created in cooperation with Religious Studies on modern Islamic political thought. Previous to the current funding cycle the Center supported the creation of 17 multidisciplinary global studies courses on topics such as international trade, finance, security, gender and development, world religions, and ecology. The Center also supports the M.Ed. in Global Studies which is the first of its kind in the nation and has become a model for teacher education in global studies.

### **University of Minnesota**

The Institute for Global Studies at the University of Minnesota “. . . creates an environment for students and scholars . . . to investigate the sets of interrelated processes forming today's increasingly interdependent world (<http://igs.cla.umn.edu/>).” The Institute, “provides a vibrant curriculum for students, brings together scholars from diverse disciplines, and works with the community to create partnerships examining global issues.”

The mission of the Institute as identified in the FY2006-09 proposal is: “. . . to provide opportunities to study the interconnectedness of the modern global community. This means focusing on the political, economic, social, cultural, and language structures which impact many different actors on multiple levels, from local communities to nation states to transnational and global entities and movements.” For the FY2006-09 Title VI cycle the Institute organized its proposal around a framework titled, “The Changing Interaction of Nation-States and Global Movements.” Within this framework, the institute identified four sub-themes around which they organize special programming, such as conferences, workshops, colloquia and fora. The sub-themes are: 1)

transnational movements and populations; 2) global media, national audiences; 3) global capitalisms and their alternatives; and, 4) bio-politics and the environment.

The Institute also supports faculty driven research interventions known as “intellectual collectives” on “inter- and cross-disciplinary themes and topics that allow faculty members from a variety of departments to come together to explore scholarly collaborations (<http://igs.cla.umn.edu/research/>).” Intellectual collectives “foster and facilitate intellectual community building among faculty members and aim at exploring, formulating, and consolidating research projects to prepare them for external funding requests such as grant applications.” The Institute also provides consultation services for faculty in the social sciences which include grant searches, grant proposal planning, and grant writing.

The Institute draws on other internationally-focused academic units from across campus for resources and works with several of these units as collaborators, especially on curriculum development projects. These curricular initiatives are largely multi-disciplinary and are in-line with the themes outlined within the proposal. The Institute is also home to several international programs including the Human Rights Program, European Studies Consortium, Center for German and European Studies, Modern Greek Studies Program, and Consortium for the Study of Asia.

### **University of North Carolina-Chapel Hill**

The Center for Global Initiatives at the University of North Carolina-Chapel Hill is “a catalyst for the innovative work of faculty and students . . . and nimble in its approach to fostering initiatives that deepen knowledge and understanding of our complex world (<http://cgi.unc.edu/>).” The Center is the lead international unit on campus

and has the following three goals (<http://cgi.unc.edu/aboutus/goals-strategies.html>): 1) cultivate ideas that have the potential to reshape intellectual communities; 2) bridge disciplinary boundaries to generate diverse perspectives; and 3) engage external audiences in the university's global activities. The Center is currently focusing on four themes: 1) peace and conflict resolution, 2) global health, 3) migration, citizenship and identity, and 4) the globalization of the American South. In addition, the Center supports capacity building in African and Middle Eastern Studies with the goal of creating new Title VI-funded National Resource Centers in these areas. The Center has identified these themes as points of emphasis for the current funding cycle.

The Center is a non-degree granting unit but works closely with the Curriculum in International and Area Studies undergraduate major. Title VI grant funds were used to develop an interdisciplinary "gateway course" for the major. The Center offers graduate certificates in International Development and Conflict Resolution reflecting an interest in developing areas of the world and of problem-oriented research and teaching.

The Center supports internationalization of courses across the University by offering "Globalizing the Curriculum" grants. The Center also organizes six working groups made up of faculty from a wide range of disciplines. Topics addressed in these working groups are: 1) global supply chains; 2) the culture of economics; 3) human rights and civil rights; 4) collective violence and conflict resolution; 5) social movements; and, 6) transnational education. In addition to promoting interdisciplinary collaboration, these groups provide support to faculty members for generating new grant proposals for external funding sources. Another way that the Center brings faculty from various disciplines together is through on-line resources including a database that tracks the

international expertise of faculty and a gateway website that links all internationally-oriented departments and programs at the university.

### **University of Washington**

The Center for Global Studies, housed in the University of Washington's Henry M. Jackson School of International Studies, reflects the University's mission to transform interdisciplinary international studies within the institution. For the current grant cycle the Center is building upon the themes of "global human security" and "global religions". The proposal for the FY2006-09 grant period states that "the two themes will link the existing core of international studies in the languages and social sciences to the natural sciences and the non-language humanities." The Center is building significant infrastructure and organizing the majority of their activities around these themes. The planned activities include new faculty lines in support of multidisciplinary, curriculum development including new courses on migration and refugees as well as religion and violence, new tracks for majors and certificate programs for masters students, expansion of study abroad programs within these themes, and related outreach activities. While these are new themes for the center and the center will maintain the general "Global Studies" name, it appears that with the magnitude of structural changes they propose along these themes, the themes will likely extend beyond this grant cycle.

Programmatic activities centered on the theme of global human security reflect a focus on national and global security issues. Additionally, the Institute for Global and Regional Security, located within the Center, focuses on nonproliferation which is also relevant to national security priorities. The Center has also developed multidisciplinary clusters of faculty expertise in global environmental affairs, international migration and

refugees, human rights, civil society, development, global religions, and belief systems and conflict. These areas are not only multidisciplinary in nature, but also cross-regional and problem-oriented.

### **University of Wisconsin--Madison**

Founded in 1991, the University of Wisconsin-Madison's Global Studies Program focused their proposal for the FY2006-09 funding cycle on the theme of "globalization, citizenship and human security". According to the proposal, issues of citizenship and security have been central to the mission of the Program since its founding in 1991 and this theme is an expansion of that focus. The "global" theme of the Center is apparent in the planning of program supported activities, courses, and affiliated faculty. The globalization theme is present throughout all of the Center's cited activities which are also transnational in nature. For example, the proposal states that Title VI resources will be used to support languages of "strategic and transnational significance" including Arabic, Chinese, Indonesian, Persian, and Turkish.

The Global Studies Program emphasizes transnational or cross-regional themes, and more specifically problem solving. Areas of focus include contemporary problems such as the global AIDS epidemic and public health issues, the environment, global biological threats, terrorism, and global food security. Many of these issues are relevant to national security issues. In addressing these topics, the Program has begun to build collaborations with professional schools at the University. They also work with area studies NRCs on campus as well as other academic units.

The Center's support of multidisciplinary activities is most evident in programmatic activity related to the International Studies major, a proposed International

Studies doctoral minor, curriculum development projects for degree programs, and “research circles”. The International Studies major (and doctoral minor) draws on courses from diverse disciplines and includes a core seminar that is multidisciplinary in design and rotates among affiliated faculty from various disciplinary backgrounds. Research circles are collaborative research groups made up of an interdisciplinary cohort of faculty and students focusing on themes and processes related to globalization and global studies. Examples of research circles include: gender and international policy; role of law in developing and transitional societies; border and transcultural studies; music, race empire; and, African diaspora and the Atlantic world.

## **SUMMARY**

Our review of the contemporary roles of international studies NRCs demonstrates that they are frequently thematically-oriented on topics of national interest. Appendix C summarizes the thematic areas of emphasis for each of the currently funded centers.

Strong thematically-oriented international studies NRCs play the following important roles:

- 1) facilitate and catalyze multidisciplinary teaching, research, and outreach on international (cross-national) issues (including the submission of external grants to support additional teaching, research, and outreach activities);
- 2) focus on problem-solving, world regional themes, and cross-regional studies;
- 3) promote collaborations with area studies centers and other academic units on their campuses to ground global themes in particular area contexts; and,
- 4) address issues related to national needs and security.

In terms of their ability to facilitate and catalyze multidisciplinary activities, all of

the currently funded international NRCs are involved in multidisciplinary curriculum development projects, support the creation of multidisciplinary courses on international themes, design outreach activities that draw on a wide range of disciplines, and serve as hubs for researchers with expertise that spans across disciplines and geographical regions. International studies NRCs are distinct with respect to the area studies centers in that they concentrate on problem-solving and themes that are cross-regional in nature.

Many of these centers also coordinate multidisciplinary research groups for faculty and students (MSU, UW--Madison, Illinois). For example, Michigan State University's Global and Area Thematic Initiative provides incentives for faculty to work in groups across disciplines to develop new multidisciplinary curriculum and research activities. The University of Wisconsin's Global Studies Program has collaborative research circles that attract students and faculty from a variety of disciplinary backgrounds to focus on niche topics such as global citizenship, humanitarianism and world order; transnational feminism; and, environment and development. As mentioned previously, the Center for Global Studies at the University of Washington has played a role in building clusters of faculty with expertise in such cross-disciplinary areas as human security, disaster relief, public health, and, international environment.

International NRCs also focus on problem-solving, world regional themes and cross-regional studies. Michigan State University is a clear example of a thematic center which focuses on a trans-regional approach to problem-solving. The overarching theme of the center is international development and within that theme there is support for programs and research on problem-oriented topics such as: international trade and the global economy; environment, resource management, and sustainability; democratization,

rights, and conflict; international health and education disparities; and, cultures and identities in a global context. Duke University's Center for International studies states in their Title VI proposal that their goal is to "bridge the concerns of each world area." They do this by organizing their activities around the three cross-regional themes of democracy and governance, global health, and emerging regional powers. A few of the common problem-oriented themes that are found across several of the international NRCs are global health (Duke, MSU, UNC, and UW--Madison); the environment (Indiana, MSU, Chicago, Minnesota, Washington, and UW--Madison); and, security (Duke, Indiana, Chicago, Illinois, Washington, and UW--Madison).

Because international studies NRCs focus on cross-regional topics, they are in a position to play a central role in internationalizing their respective campuses by serving as bridges to bring together area studies centers and other academic units and work to collaboratively with them on programming that addresses wider global contexts. For example, the University of Chicago's Center for International Studies has worked with four other area studies NRCs in East Asia, Latin America, Middle East and South Asia to develop and sustain foreign language programs. The University of Illinois's Center for Global Studies has coordinated with area studies centers to initiate a certificate program in International Business and Culture. One of the most common ways for international studies centers to collaborate with area studies NRCs is in outreach activities. Indiana University's summer teacher training institute described above is a case of a coordinated outreach effort between an international NRC and area studies centers.

In keeping with the legislative mandate of the NRC Program (and various priorities listed in the FY2006-09 Title VI NRC competition announcement), the



currently funded international studies NRCs also focus on issues related to national needs and security. Since these issues are most often not limited to a particular geographical region, international NRCs are well positioned to concentrate on them in a wider global context. For example, to address the invitational priority in the FY2006-09 competition of increasing the number of specialists trained in areas vital to U.S. security such as Islamic societies, Duke University has developed Persian language offerings and is organizing activities around the study of Islam beyond the Middle East. Similarly, Michigan State University has initiated language offerings in Persian during FY 2006-09. The University of Illinois has designed graduate curriculum on modern Islamic political thought. The University of Minnesota has created outreach activities around the theme of the Islamic world. Global food security is another theme present in many of the centers that relates directly to national needs and security. Michigan State University, Indiana University, the University of Illinois, and the University of Wisconsin have all addressed this topic within their international studies NRCs.

Our analysis of the currently funded international studies NRCs indicates that they play central and unique roles in the internationalization of their campuses which suggests they are functioning in the manner intended by the legislative amendment that created them. International NRCs develop and implement a diverse range of programmatic activities in support of teaching, research and outreach that strengthen our nation's pool of experts on global, problem-focused topics of national interest including support for the offering of critical less-commonly-taught-languages. International studies NRCs are an integral component of the NRC program and complement the much larger number of area studies centers funded under Title VI. Given the relevance of

international studies NRCs as describe in this paper, it is our view that such centers should continue to receive significant support through Title VI funding and the U.S. Department of Education.

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## Website Addresses for International Studies NRCs

Duke University: <http://ducis.jhfc.duke.edu/>

Indiana University: <http://www.indiana.edu/~global/>

Michigan State University: <http://www.casid.isp.msu.edu/> and  
<http://gencen.msu.edu/>

University of Chicago: <http://internationalstudies.uchicago.edu/>

University of Illinois: <http://cgs.illinois.edu/>

University of Minnesota: <http://igs.cla.umn.edu/>

University of North Carolina-Chapel Hill: <http://cgi.unc.edu/>

University of Washington: <http://jsis.washington.edu/isp/>

University of Wisconsin—Madison: <http://global.wisc.edu/>

## **Appendix A: Universities with an International Studies NRC since 1973**

### **FY1973-75**

Tufts University  
University of Denver

### **FY1976-78**

Cornell University  
Ohio Wesleyan University  
Tufts University  
University of Denver  
University of Nebraska

### **FY1979-80**

Cornell University  
Duke University  
Eisenhower College  
Texas Southern University  
Tufts University  
University of Denver  
University of Nebraska  
Yale University

### **FY 1981-82**

Cornell University  
Duke University  
Emory University  
Georgetown University (with SUNY Binghamton)  
Michigan State University  
Tufts University  
University of Connecticut  
University of Pittsburgh  
University of Southern California  
Yale University

### **FY1983-84**

Cornell University  
Duke University  
Emory University  
Georgetown University (with SUNY Binghamton)  
Johns Hopkins University  
Michigan State University  
Tufts University  
University of Connecticut  
University of Pittsburgh

University of Southern California  
Yale University

**FY1985-87**

Columbia University  
Cornell University  
Georgetown University (with SUNY Binghamton)  
Johns Hopkins University  
Michigan State University  
Tufts University  
University of California at Los Angeles  
University of Iowa  
University of Pennsylvania  
University of Southern California (with UCLA)  
Yale University

**FY1988-90**

Georgetown University (with SUNY Binghamton)  
Johns Hopkins University  
Michigan State University  
Tufts University  
University of Iowa  
University of Minnesota  
University of Pennsylvania  
University of Southern California (with UCLA)  
University of Washington

**FY1991-93**

Columbia University  
Duke University  
Johns Hopkins University  
Michigan State University  
Princeton University  
Tufts University  
University of Denver  
University of Iowa  
University of Minnesota  
University of Pennsylvania  
University of Washington  
University of Wisconsin-Milwaukee (with Marquette University)  
Yale University

**FY1994-96**

Columbia University  
Duke University

Johns Hopkins University  
Michigan State University  
Ohio State University  
Princeton University  
Tufts University  
University of Denver  
University of Iowa  
University of Minnesota  
University of Pennsylvania  
University of Southern California (with UCLA)  
University of Washington  
University of Wisconsin-Milwaukee (with Marquette University)  
Yale University

**FY1997-99**

Columbia University  
George Washington University  
Indiana University  
Michigan State University  
University of Denver  
University of Iowa  
University of Minnesota  
University of North Carolina-Chapel Hill  
University of Southern California  
University of Washington  
University of Wisconsin-Milwaukee (with University of Wisconsin—Madison)  
Yale University

**FY2000-03**

Duke University  
George Washington University  
Indiana University  
Michigan State University  
University of Iowa  
University of Minnesota  
University of North Carolina-Chapel Hill  
University of Washington

**FY2003-06**

Duke University  
George Washington University  
Indiana University  
Michigan State University  
University of Florida (with Florida International

University)  
University of Illinois  
University of Iowa  
University of Minnesota  
University of North Carolina-Chapel Hill  
University of Wisconsin--Madison

**FY2006-09**

Duke University  
Indiana University  
Michigan State University  
University of Chicago  
University of Illinois  
University of Minnesota  
University of North Carolina-Chapel Hill  
University of Washington  
University of Wisconsin—Madison

## **Appendix B: International Studies NRC Abstracts, FY2006-09**

### **Duke University, Center for International Studies**

The Duke University Center for International Studies (DUCIS) is the anchoring unit for two major campus innovations: the current John Hope Center for Interdisciplinary and International Studies and the planned Central Campus, which will bring international programs together with language, literature and culture departments and visual art departments and programs. The International Comparative Studies major is our undergraduate degree and DUCIS will launch a new Master of Arts (M.A.) degree in the next two years.

In the current cycle, we propose to support Persian, Polish, Romanian, Turkish, and Wolof. Duke has a substantial array of disciplines and a tradition of fostering interdisciplinary collaborations in and out of the classroom. Duke has over 230 regular rank faculty who teach at least one course that has a content of 50% or more international or comparative.

Our approach has been to organize our activities around three themes: democracy and governance, global health, and emerging regional powers. The global health theme is of particular interest as it bridges the traditional university/medical center divide. Duke's library has a new wing with one floor devoted to international and area studies. We house 2.8 million volumes and 10,000 current serials that are directly related to international and area studies.

Of particular note in our outreach are the global health seminar, which will offer CMEs and the participation in the planning of a five county international high school. In the coming funding cycle we would hope to maintain our ability to foster creative linkages across schools and disciplines and to take the interdisciplinary approach to a wider audience.



## **Indiana University, Center for the Study of Global Change**

Revolutionary change is occurring on a global scale and the need for critical analysis has never been greater. The Center for the Study of Global Change is dedicated to innovative thinking about global issues that cut across world areas and disciplines and promotes the comprehensive internationalization of pre-collegiate, undergraduate and graduate education, and research and service in support of state and national needs. The importance and high quality of the Center's work have received national attention by the American Council on Education in "Promising Practices: Spotlighting Excellence in Comprehensive Internationalization" (2002), by the Association of International Educators in "Internationalizing the Campus: Profiles of Success" (2003), and by the award of the prestigious 2005 Goldman Sachs Foundation Prize for Excellence in International Education.

The Center is contributing to a significant transformation of international studies curriculum at Indiana University (IU) while addressing strategic national needs. With Title VI support we developed an undergraduate (UG) International Studies Minor, (approved 1998), a Global Education Minor track (approved 2002), and we participated in the development of an UG International Studies Major, (approved 2003). In 2005, we received approval for a Graduate Minor in Global Studies from the Graduate School. During 2006-2010, the Center will work with colleagues across academic disciplines and professional schools to create a Certificate in Human Rights Studies and, with the School of Education, to develop a Global Education track for their Master of Arts (M.A.) in Comparative International Education (invitation priority three). We have used Title VI funds for curriculum design and revision of international courses on campus and the Internet and we will continue to do so, particularly in underrepresented disciplines. We award a majority of our academic year and summer Foreign Language and Area Studies (FLAS) fellowships to highly qualified students studying the less commonly taught languages at advanced levels (FLAS priority one).

Generous support from IU and the U.S. Department of Education has enabled the Center

to forge numerous, creative partnerships, extend the intellectual reach of the Center, and leverage our resources. Recent examples include a multi-nation Global Aging Initiative (with IU's Center on Aging); annual International Studies Summer Institutes for Teachers (with IU's Area Studies Programs and Center for International Business Education and Research (CIBER)) (absolute and invitational priorities three and five); and an Institute on International Agriculture and Global Food Security (with Title VI National Resource Center (NRCs) from Illinois, Minnesota, and Wisconsin). New initiatives for 2006-2010 include a series of multidisciplinary, international conferences, and colloquia focusing on the complex interrelationship between globalization and sustainability (with partners from Spain, South Africa, and Thailand), on International Security in the 21st Century, and on Constitutional Development in Plural Societies (with the IU Law School) (invitational priority two).

The Center directs a comprehensive outreach program of excellence characterized by pedagogical and technological innovation and includes extensive pre- and in-service teacher training, outreach to post-secondary institutions nationwide, and increasing engagement with the public, business, and the media.

With Title VI funding, we have made innovative use of interactive video technology to link IU with institutions around the United States and more than 30 countries in Europe, Africa, Middle East, Latin America, and Asia in a Global Interactive Academic NeTwork (GIANT). Over the next four years, we will take GIANT to a new level of global academic interactivity by developing a series of synchronous, multi-site, global colloquia, while continuing GIANT's role in teacher training, curriculum development, and outreach (absolute and invitational priorities).

Finally, working with the Center for Evaluation and Education Policy, we have designed a thorough internal and external evaluation regime.

## **Michigan State University, Center for Advanced Study of International Development with the Center for Gender in Global Context**

Michigan State University's 21st President, Lou K. Anna Simon, has launched her signature Boldness by Design initiative which commits the university to deepen and extend its international reach. She has designated Internationalization of the University as the focus of MSU's 2005-2006 decennial re-accreditation review by the North Central Association/Higher Learning Commission (NCA/HLC), with the aim of measurably enhancing international teaching, research, and outreach programming. These initiatives compliment a distinguished tradition of leadership in research, teaching, and outreach in international development dating back more than 50 years. Over 1,000 faculty and academic staff are involved internationally in areas such as democratization, education, environmental change, food security, gender studies, human and animal health, small enterprise development, sustainable agriculture, and trade.

The Center for Advanced Study of International Development (CASID) and the Women and International Development Program (WID) are centers of excellence in the generation, exchange and dissemination of knowledge on international development. CASID, in the College of Social Science (SSC), and WID, in International Studies and Programs (ISP), lead MSU initiatives in international development and gender studies. CASID has 218 and WID 153 core and consulting faculty. As a National Resource Center (NRC), CASID and WID uniquely serve the federal government, non-governmental organizations (NGOs), academics, students, development practitioners, teachers, and citizens of the state, nation, and world. MSU's 14 academic colleges offer Bachelors, Masters, and doctoral degrees and specializations in an array of fields related to international development. MSU regularly offers 17 foreign languages and a growing number of less commonly taught languages (LCTLs) representing all world regions. MSU Libraries are adding to extensive holdings in international development.

As a comprehensive center for graduate and undergraduate instruction, research, and outreach, MSU seeks Title VI support to continue its national leadership in

conceptualizing and acting on key transformations in international development. For the FY 2006-2010 grant period, CASID and WID will: 1) Expand MSU's national leadership in LCTLs by offering new languages and implementing language proficiency testing for Foreign Language and Area Studies (FLAS) Fellowship awardees and all students in a new internationally focused Residential College; 2) Enhance the innovative new Global and Area Studies major, Residential College, and Muslim Studies Initiative by supporting faculty hires and new course development; 3) Continue to grow MSU in the areas of course development, teaching, research, and outreach through support multidisciplinary faculty collaboration for the Global Area and Thematic Initiatives (GATI); 4) Strengthen and expand MSU's award-winning efforts to internationalize teacher education curricula; 5) Deepen the international teaching, research, and outreach programming of professional schools via collaborative scholarly activities; 6) Amplify a comprehensive initiative to further internationalize the student experience at MSU by integrating curricular and co-curricular programming; 7) Enrich and expand award-winning programs of K-12 teacher training, as well as outreach to post-secondary institutions, government, media, business, and the general public; and 8) Enlarge MSU's print and digital library resources in development and gender studies by supporting new specialized acquisitions.

## **University of Chicago, Center for International Studies**

The University of Chicago's Center for International Studies (CIS) has a distinguished record of scholarship and service to the academic community and the public. Founded in 1968 as the Adlai Stevenson Institute for International Affairs, CIS has assumed the leadership role on campus for all international studies, including area studies and thematic programs. This role was defined by a 2001 Provost's Committee Report which mandated that CIS work to bridge the gap between scholars of international relations and scholars whose expertise is in area studies more broadly defined. This mandate, and the University support which accompanied it, has resulted in increased staff, CIS directorial control of endowment funds, and CIS' current and expanding set of responsibilities which include coordination of area studies centers and academic programs, collaborations with outside institutions, and public education and outreach.

CIS' primary mission is to coordinate and facilitate the activities of five Area Studies Centers, two regional committees, and an interdisciplinary Human Rights Program. CIS staff works closely with the Area Studies Centers which include East Asian, South Asian, Latin American, and Middle Eastern Studies National Resource Centers (NRCs). The Center also facilitates the Committee on African and African-American Studies, and the Committee on Central Eurasian Studies. The Human Rights Program, housed in CIS, advances an innovative multi-disciplinary approach to the study and practice of human rights. The Program is nationally recognized for its diverse programming: an undergraduate and graduate curriculum, an internship program, and a commitment to public outreach.

Undergraduate students interested in international and comparative studies can select from the interdisciplinary majors supported by CIS: International Studies, African Studies, Environmental Studies, and the minor in Human Rights. Graduate student options include a Masters in International Relations and several joint International Relations and professional school degrees, as well as an internationally themed Masters of Public Policy. Doctoral students with similar interests are found across Chicago's

broad spectrum of departments and schools.

The University of Chicago is world renowned for its prize winning faculty and research facilities. The 178 faculty associated with CIS come from all parts of the University, including the professional schools. Our library system is among the best in the country, and the University has just approved a \$42 million initiative to increase both its physical capacity and its holdings.

In 2004, the Center, in partnership with Argonne National Laboratory, formed the Joint Threat Anticipation Center. This Center brings together social scientists and computational modelers to develop new techniques for anticipating threats to U.S. national security and to develop credible models of future threats, including, but not limited to, terrorism.

CIS is a leader in public education and outreach. Current programs include a grant competition for internationally-themed lectures, programs, and conferences; a popular lecture series, and a number of workshops. Long-standing partnerships are in place with educators and schools at all levels.

Funding is requested to enhance and extend our existing programs, specifically: 1) to offer additional LCTLs from Central Asia, the Caucasus, and sub-Saharan Africa; 2) expand teaching in international studies and human rights; 3) internationalize teaching in environmental studies; 4) support international conferences on genocide, political ecology, and indigenous rights and biodiversity; and 5) enhance our vibrant outreach offerings, especially in the area of teacher training.

## **University of Illinois at Urbana-Champaign, Center for Global Studies**

**Description and Mission:** In cooperation with University of Illinois at Urbana-Champaign's (UIUC) 11 colleges, the Center for Global Studies (CGS), the principal academic arm of International Programs and Studies (IPS), is responsible for globalizing UIUC's teaching, research, and outreach programs. Global studies (GS) is a central thematic UIUC priority, focused on producing and disseminating knowledge about two increasingly determining human conditions: 1) the growing connectedness of the world's diverse peoples, denoted by profound differences of language, culture, religion, class, race, and gender and national, ethnic, and tribal identities and loyalties; and 2) the enlarging and accumulating interdependencies of peoples and states that posit cooperation as an imperative if they are to reach their competing and converging objectives and to realize their animating values.

**Degree Programs:** Four UIUC colleges provide seven undergraduate majors/minors in IS, while six area centers four of which are National Resource Centers (NRCs) offer regional interdisciplinary concentrations. UIUC offers 17 international degrees for graduate and professional students.

**Language/Discipline Coverage:** UIUC offers 31 languages and advanced language instruction in 21 languages, notably in CGS priorities of Arabic, Hindi, and Turkish. In 2005, UIUC offers 944 courses with international studies content, registering 33,529 undergraduate and graduate enrollments.

**Faculty:** Approximately one-third of UIUC's 2,549 faculty are engaged in IS.

**Enhancement Activities:** In 2003-2006, highlights include creation of a Master of Education (M.Ed.) in Global Studies; 15 new GS courses at all levels across 13 units and six colleges; with CGS assistance, the development of the IS major and the Global Studies Initiative (GSI) by three colleges, creating 13 new introductory GS courses in as many disciplines to reach 2,000 first-year students grouped into a GS learning

community.

**Library:** With over 10 million volumes, UIUC's Library is the largest public research library in the United States with special collections in all regions and with a growing GS collection, administered by a GS Librarian, who supports CGS's five Clusters of Excellence in GS.

**Outreach:** CGS's diverse programs reach over 300,000 K-12/16 teachers and students, notably through the CGS-administered Illinois International High School Initiative.

**Overview for 2006-2010:** Five UIUC Clusters of Excellence in GS have been identified: 1) K-12/16 teacher training; 2) enhanced LCTLs offerings with two new majors/minors in Arabic and Hindi Studies (language and culture) and an interdisciplinary Master of arts (MA) in Museum Studies; 3) advanced interdisciplinary study of the interdependence of global health, ecology, and economic growth to ensure sustainable development; 4) a new courses in Global Security; and 5) an enlarged GS library collection and online services to disseminate GS knowledge to stakeholders in the United States and around the world.



## **University of Minnesota, Institute for Global Studies**

The Institute for Global Studies at the University of Minnesota (UofMN) seeks designation as a Comprehensive National Resource Center in International Studies and requests funding designed to enhance our capacities relating to International studies at the undergraduate, graduate, and professional school levels. In all fields of study IGS is one of the entities at the forefront in carrying out the Board of Regents' mandate on international education. IGS' primary mission is providing students and faculty across the University with the opportunity to study the interconnectedness of the modern global community. This means focusing on the political, economic, social, cultural, and language structures which impact many different actors on multiple levels, from local communities to nation states to transnational and global entities and movements. The College of Liberal Arts, programs in Global Studies, Political Science, History, Geography, Cultural Studies, and foreign languages are at the core of IGS activities. IGS also supports the activities of faculty and students across the social sciences, humanities, and professional schools more widely. The UofMN offers instruction in Arabic, Chinese, Danish, Dutch, Finnish, French, German, Greek, Hebrew, Hindi, Hmong, Icelandic, Irish, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish, Turkish, Urdu, and Vietnamese. To continue to build these strengths IGS requests funding for the following:

Enhancing International Studies: Conferences, workshops, colloquia, and fora on these themes: 1) Transnational Movements and Migrations; 2) Global Media, National Audiences; 3) Transnational Markets and Politics; and, 4) Bio-Politics and Environment

Curriculum Projects: 1) Development of courses Ethnicity, Identity, and Conflict; Irrational Borders; 2) Development of courses Korean Nationalism and Film, Cultures of Communication; 3) Development of courses Comparative Economic Treaties, Rural-Urban Economic Divisions; 4) Development of courses Migration, Climate Change, and the Environment; Comparative Food Representations; 5) Development of Curriculum in the Islamic World: Islam in the World, Islam and Democracy, Middle East and Global

Politics, Islamic Culture and Societies; and, 6) Development of Curriculum for Graduate minor in GloS: Genocide and Demography, Transnational labor migration; Population, food, and the environment; GMOs and food commodification

Language Projects: 1) Turkish Language Instruction; 2) Swahili Language Instruction 3) Advanced Hindi/Urdu, Advanced Korean, and Advanced Colloquial Arabic Language Instruction; 4) FLAC Funding and Spanish News Coverage Course; 5) Short Term Courses in India, Korea, Turkey, and Africa; 6) Less commonly taught language (LCTL) resource library support; 7) K-8 Immersion teacher Workshops; and, 8) FLAC Project for tandem language use

Library Projects: 1) Development of targeted Arabic and Turkish language collections

Outreach Projects: 1) K-14 Summer Institutes tied to the themes (above); K-8 immersion teacher Workshops, World History Website, International Agriculture Summer Workshop, Midwest Global Educators Summit and Conference, Teacher dialogues linked to conference themes (above)

Faculty Initiatives: 1) Faculty Initiatives Fund to seed new projects

## **University of North Carolina-Chapel Hill, Center for Global Initiatives**

Under the direction of the Associate Provost for International Affairs, the Center for Global Initiatives brings leadership, innovation, and coordination to the mission of extending the university's international presence and global perspective. Established in 1993 as a pan-university center, the Center develops interdisciplinary programs, promotes research, strengthens the curriculum, administers grants, engages in public service and handles foreign delegations, all of which make the Center for Global Initiatives the unit most identified with University of North Carolina's (UNC) international effort. The Center has been at the forefront of such matters as creating the position of Associate Provost for International Affairs, planning the new \$27 million building to house all international units, and focusing UNC's current reaccreditation process on international education.

While the Center's basic operating budget comes from the Office of the Provost, most of its programs are funded through external grants from such sources as Ford, Freeman, MacArthur, Mellon, National Science Foundation, Z. Smith Reynolds, Rockefeller, Rotary International, United Nations University, U.S. Agency for International Development, the U.S. Department of State and World Bank.

The Center has a vigorous outreach program that primarily focuses on teacher training, but also works actively with other institutions of higher education, businesses, media, and the general public.

The Center for Global Initiatives supports and is supported by the university's great international strengths: 1) 510 faculty whose research, teaching and service is internationally-oriented; 91 of these faculty in 26 disciplines (including nine professional schools) constitute UCIS' core; 2) 626 non-language courses that contain 100% international and comparative content; 3) 35 foreign languages, including 32 less commonly taught languages; 4) 116 formal linkages with institutions abroad spanning 39 disciplines; and, 5) Well over \$2 million spent by the library on international studies.

With National Resource Center (NRC) funding, The Center will integrate international studies further into the structure of the university by: 1) building institutional capacity in the Middle East, Africa and Global Health; 2) Expanding less/least commonly taught language offerings; 3) Strengthening evaluation efforts; 4) Establishing new study, research and training opportunities abroad, especially for students who have been traditionally underrepresented in these activities; 5) Developing international content in over 30 courses; 6) Launching three new internationally oriented service learning programs; 7) Advancing internationalization in nine professional schools; 8) Providing outreach and professional development with regional and national impact, especially through collaboration with Historically Black Colleges and Universities (HBCUs), community colleges, and international and area studies centers at peer institutions; and, 9) Seeding the institutionalization of the Office of Global Health, the centers for Middle Eastern and African studies, and the joint degree program with National University of Singapore, all of which will become permanent, self-sufficient programs.

## **University of Washington, International Studies Center**

Description: Founded in 1861, the University of Washington (UW) is one of the oldest state-supported institutions of higher education on the Pacific coast. Through its three-campus system and via educational outreach, evening degree, and distance learning, it extends educational opportunities to many who would not otherwise have access to them. The International Studies Center (ISC), housed in the Henry M. Jackson School of International Studies, is the premier institution spearheading the University's commitment to transform interdisciplinary international studies.

Mission: ISC serves the region and nation by: producing graduates who are fluent in less commonly taught languages; disseminating knowledge about the world; providing a strong K-12 outreach component to teachers; and offering services to professional schools, media, government, the business community and the public while connecting regional issues to global concerns.

Proposed Activities: ISC proposes to engage in a series of programs that will: Help K-12 teachers incorporate international studies into teaching; implement the Mapping and Enhancing Language Learning (MELL) Project to collect longitudinal data on K-12 pedagogical practices and voluntary standards for world languages in Washington State and organize state-wide pedagogical workshops to enhance early language learning; improve performance-based foreign language pedagogy, assessment, and enrollments, with emphasis on less commonly taught languages (LCTLs); offer professional development and pedagogical training for teachers of LCTLs; seed fund new study abroad programs with advanced LCTL components; and create a new Urdu trailer for our Political Islam course; strengthen language teaching and enrollments especially among LCTLs by offering pedagogy training opportunities; develop standards, measures of proficiency, and evaluation resources through our LCTL Proficiency Project; collect and analyze data on barriers to enrollment and advancement in LCTLs on campus; develop two new themes (Global Human Security and Global Religions) to broaden our impact locally, regionally, nationally, and globally and enhance faculty expertise by supporting

research, professional development, conferences, and faculty hiring in these areas.

Undergraduate and Graduate Degree Programs: Bachelor of Arts (BA) International Studies, with eight thematic tracks and 10 regional tracks. 270 majors, 78 minors. Master of Arts (MA) International Studies with six professional certificates; concurrent graduate programs in six professional schools. 50 enrolled, 28 are concurrent with professional schools.

Faculty: 94 core and associate faculty with ongoing participation in ISC activities; 15 new tenured or tenure-track hires in last three years. Language instruction: 11 full, 11 associate, six assistant professors, 41 lecturers and over 40 Instructional assistants.

Disciplines: 500 non-language international courses offered in 33 disciplines and 21 units, including 113 courses or independent studies in nine professional schools with particular strengths in: globalization, ethnic conflict, international trade/development, human security, disaster relief, global religions, and democracy.

Languages: 16,210 students enrolled in 361 regularly taught language courses at UW in 2004-2005; 1,000 more studied languages in foreign study programs. 16 languages offered at three or more levels; enrollments in those languages top 6,000. A 2004 survey indicated that 15-33% of undergraduate and graduate language majors and minors were highly proficient or would be by graduation.

Library: 6.5 million volumes, 7.5 million microforms, and 48,269 current serial subscriptions. Foreign language materials comprise between 29-32% or around 2 million volumes. The UW library is ranked 5th nationally in gross volumes added and 13th in total library expenditures at \$34.8 million; spent 10% of its \$11 million budget for acquisitions and binding on international and area studies materials in 2005, and is the 2004 recipient of the Excellence in Libraries Award from ACRL.

Enhancement Activities: Selected ISC activities designed to internationalize education

campus-wide: Lecture series, colloquia, and workshops; Newsletters, Web site, and email listservs; overseas programs, study tours, internships, Academic, career, and UW alumni advising programs and service learning programs; Global Services Mentors' Forum, visiting scholars and practitioners' forums; technology-based teaching resources.

IS Outreach: Selected ISC programs for K-12 educators, students, business, media, and the general public: Year round seminars and workshops for K-12 faculty; Model UN teacher training and conferences, International Economic Summit, World Languages Day; Conferences, lecture series, and event forums; Newsletters, publications, and email listservs; Summer and Winter Colleges for Seniors (55+); Community College Master Teacher Institutes; High School Master Teacher Institutes.

## **University of Wisconsin—Madison, Global Studies**

Global Studies (GS) is the international partner to seven Area Studies National Resource Centers (NRCs), a national Language Resource Center (LRC), and a Center for International Business Education (CIBE) on the University of Wisconsin-Madison (UW) campus. Founded in 1991, GS is dedicated to the study of peace, security, and international cooperation. Initially funded by MacArthur with a mandate to reassess security studies in the post-Cold War era and later by the Ford Foundation to explore new prospects for international and area studies, GS focused on graduate student training and faculty research during its first decade, acting as an incubator for fresh ideas aimed at broadening the scope of security studies so as to include such issues as global health, food, environment, and communication. Title VI funding since 2003 allowed us to initiate numerous new programs, including middle school outreach, undergraduate curriculum development, and summer intensive language institutes in Arabic and Persian. It also supported preliminary development of a global studies Ph.D. minor, one the few such programs in the United States.

Our 2006-2010 proposal, "globalization, citizenship, and human security," builds on these successes by emphasizing the study of globalization as a set of trends, processes, and networks that are fostering worldwide interdependence; the study of citizenship as related to novel questions of social, cultural, and political belonging in an era of trans-border flows; and the study of human security as a people-centered approach to interconnected issues of prosperity, sustainability, and equitable governance. Accordingly, we understand global, national, and human security as intimately bound together, requiring fresh approaches to international research, teaching, and outreach.

Undergraduates access our curriculum through the International Studies major and its four areas of concentration on global security, economy, culture, and environment. With 351 declared majors, IS is the largest and most successful interdisciplinary major at UW and our proposal enhances the major by supporting development of an undergraduate internship center and advanced topical seminars on global AIDS, terrorism, and



communication. At the graduate level, our proposal for a new Ph.D. minor is currently under administrative review and is anchored by an introductory seminar to be developed with Title VI funds. Besides the IS major and GS minor, UW students have access to a diverse range of area studies courses, degrees, and certificates, as well as coursework in 69 languages. Our proposal enhances resources in five strategic languages (including Chinese, Indonesian, and Turkish) as well as Spanish and French for professional school students, adds a Persian tenure track faculty, further develops summer intensive language institutes in Persian and Arabic, and provides Arabic dialect and cultural training to National Guard troops facing imminent deployment to Iraq.

With more than 140 faculty in eight colleges, GS provides an important cross-campus interdisciplinary network for research, teaching, and outreach. Our proposal seeds three new professional programs in Global Health, Global Legal Studies, and Global Education; and it will strengthen our expansive library resources by supporting development of online study resources and a distinctive "global counter-currents" special collection. Important outreach activities include numerous teacher-training workshops, middle school curriculum units, community events, and an annual international conference on Islam as a global movement. Finally, we are developing sophisticated new program evaluation tools designed to further clarify programmatic objectives, outcomes, and impact. Overall, our proposal aims enhance institutional capacity and to advance public understanding of globalization, citizenship, and human security at the campus, community, state, and national levels.

## **Appendix C: Thematic Areas of Focus for International Studies NRCs, FY2006-09**

### **Duke University, Center for International Studies**

Democracy and Governance  
Global Health  
Emerging Regional Powers

### **Indiana University, Center for the Study of Global Change**

International Security  
Development of Constitutional Democracy in Plural, Transitional Societies  
Complex Interrelationship between Globalization and Sustainability

### **Michigan State University, Center for Advanced Study of International Development with the Center for Gender in Global Context**

International Trade and the Global Economy  
Environment, Resource Management, and Sustainability  
Democratization, Rights, and Conflict  
International Health and Education Disparities  
Cultures and Identities in a Global Context

### **University of Chicago, Center for International Studies**

Global Environment  
Joint Threat Anticipation

### **University of Illinois at Urbana-Champaign, Center for Global Studies**

Global Education  
Sustainable Development  
Global Security

### **University of Minnesota, Institute for Global Studies**

Transnational Movements and Populations  
Global Media, National Audiences  
Global Capitalisms and their Alternatives  
Bio-politics and the Environment

### **University of North Carolina—Chapel Hill, Center for Global Initiatives**

Peace and Conflict Resolution  
Global Health  
Migration, Citizenship and Identity  
Globalization of the American South

**University of Washington, Center for Global Studies**  
Global Security  
Global Religions

**University of Wisconsin—Madison, Global Studies Program**  
Citizenship  
Global Security